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ABSTRACT

A set of five teacher-prepared Learning Activity Packages for individualized instruction on western civilization at the twelfth grade level includes the following units: Establishment of Western Civilization; Middle Period of Western Civilization; Islam and the Saracenic Civilization; the Renaissance and Reformation; and Modern Western Civilization. Course content covers Classical and Hellenistic Greece and Roman history; manorialism and feudalism, church and state, and thought and art in the Middle Ages; the Renaissance, Reformation, political upheaval and overseas expansion in Europe 1300-1750; and alternations of social order, ideas and values stemming from science and romanticism, changes in political institutions and authoritarianism, and the impetus of industrialization in the Atlantic Basin. The materials, written at 12th grade level or above, are particularly suited for well-prepared students who definitely plan further education after high school, and who have better than average grades. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (KSM)

ED 092459

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# LEARNING ACTIVITY PACKAGE

# ESTABLISHMENT OF WESTERN CIVILIZATION

SO 007566

Ninety Six High School - Ninety Six, S.C.

SOCIAL STUDIES 124

REVIEWED BY J.R.

LAP NUMBER 29

WRITTEN BY Miss Franklin

2673 4

## R A T I O N A L E

This LAP will include:

A. Greece and the beginnings of Western Civilization

B. The Hellenistic Age

C. The Greco-Roman World

D. The End of the Classical Age

Western civilization is our cultural heritage - the source of our values and customs. Emphasis is placed on ancient Greece and the beginnings of Western Civilization. Special attention will be paid to the search for self-knowledge, learning and the spirit of inquiry used by the Greco-Roman World in their struggle against superstition.

The intellectural and artistic traditions of the "Classical Age" are the foundations of our own civilization--the influence of Greece and Rome still lives.

Section I Greece and the Beginnings of Western Civilization

Behavioral Objectives:

1. After completing your prescribed course of study you will be able to define or identify:

   A. polis
   B. Homer
   C. Pericles
   D. Thucydides
   E. Socrates
   F. Plato
   G. Aristotle
   H. Parthenon
   I. Agora
   J. Minoan

2. Upon completion of your prescribed course of study you will be able to explain the Basis of Greek Civilization in terms of:

   A. The Minoan Culture
   B. The "Dark Age"
   C. Homer and the Greek Character
   D. The Polis

3. Upon completion of your prescribed course of study, you will be able to discuss GREEK COLONIZATION (700-500 B. C.) and its consequences.

4. Upon completion of your prescribed course of study, you will be able to explain why the period from 500 B. C. to 400 B. C. was called the GOLDEN AGE OF GREECE.

5. Upon completion of your prescribed course of study you will be able to ANALYZE the Decline of the Polis (400 B. C. - 350 B. C.) in a 2-3 page essay which you will hand into the teacher for a grade. SHOW ORIGINAL THINKING!

| Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test. |
|---|

Resources and Readings (X indicates required)

__X__ Man and Civilization Ch. 6 (basic text)

_____ Civilization in the West Ch. 2 (in room)

_____ The Human Achievement Ch. 2, 3 (in room)

X World Civilizations Ch. 9, 11 (in library) Vol. 1

Audio-Visual

_____ "Our Heritage From Greece"; McGraw-Hill Filmstrips.

_____ "Life in Ancient Greece"; McGraw-Hill Filmstrips.

_____ "The Glory That Was Greece"; Eyegate Series 37-D- cassette and filmstrip.

I. Define or identify:

A. Delian League

B. Polis

C. Parthenon

D. Agora

E. Socrates

II. True-False

_____ Plato advocated a state in which a small group of men or a "Philosopher-King" governed.

_____ Homer was the most important political leader of the fifth century.

_____ Greeks were great exporters of olive oil and wine.

## Advanced Studies

1. FOR DEBATE: Resolved: The Spartan way of life was more meritorious than that of the Athenians. (Include in your discussion such things as politics, economics, military might, educational system, and artistic achievements.)

2. For class display: Prepare a freehand drawing of one of the following: Socrates, Plato, or Aristotle.

3. In an essay of 3-4 pages, explain how the Greek architecture of 20 centuries ago has influenced the construction of arenas, theaters, stadiums and public buildings during the last 3 centures.

Section II The Hellenistic Age

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify:

   A. Stoics
   B. Cleopatra
   C. Mark Antony
   D. Epicureans
   E. Alexander the Great
   F. Julius Caesar
   G. plebeians
   H. Philip of Macedon
   I. patricians
   J. Aristarchus of Samos

2. After completing your prescribed course of study you will be able to DISCUSS the RISE OF MACEDON and the accession of ALEXANDER THE GREAT.

3. Upon completing your prescribed course of study, you will be able to DESCRIBE the HELLENISTIC MONARCHIES in terms of:

   A. Government
   B. Economy
   C. Social Tensions

4. After completing your prescribed course of study, you will be able to DESCRIBE the HELLENISTIC CULTURE through a comparison of the following:

   A. Art and Learning
   B. Science and Mathematics
   C. Contributions of Aristotle
   D. Stoicism and Epicurianism
   E. Religion

5. Upon compltion of your prescribed course of study, you will be able to write an essay of 3-5 pages on THE RISE OF ROME. This will be handed into the teacher for grading. (600 B. C. - 30 B. C.)

| Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test. |
|---|

Resources and Readings

(X indicates required)

X Man and Civilization Ch. 7 (basic Text)

____ Civilization in the West Ch. 2 (in room)

____ The Human Achievement Ch. 3 (in room)

____ World Civilizations, Vol. 1, Ch. 10 (in library)

Audio-Visual

____ "Life in Ancient Rome"; McGraw-Hill Filmstrips

____ "The Roman Empire"; SVE filmstrip.

Self Evaluation Section II

I. Matching

_____ Philip II of Macedon

_____ Venus of Melos

_____ Aristarchus

_____ Julius Caesar

A. Greek astronomer

B. One of the most beautiful statues of all times.

C. Conquered Gaul

D. Established the "League of Corinth."

II. Write 2-3 paragraphs on THE RISE OF MACEDON.

Advanced Studies

1. For class display: prepare a clay bust of Epicurus (342 B. C.-270 B. C.)

2. Prepare a map for class display on which you outline Alexander The Great's Empire at the time of his death in 323 B. C. (See page 124 of your text for a model.)

3. In an original essay discuss reasons why you feel the ROMAN REPUBLIC fell.

4. For class demonstration: look up information on the armor and weapons owned by a Roman solider. Use diagrams or cardboard constructions of the armor and weapons to show the class how they were used.

S T O P !

SEE YOUR TEACHER FOR THE PROGRESS TEST.

Section III The Greco-Roman World

Behavioral Objectives:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

| | |
|---|---|
| A. Pax Romana | F. Juvenal |
| B. Pliny | G. Octavian |
| C. Gaul | H. Justinian |
| D. Seneca | I. Ovid |
| E. Aeneid | J. Galen |

2. Upon completion of your prescribed course of study, you will be able to discuss the various ROMAN INSTITUTIONS.

3. After completion of your prescribed course of study, you will be able to discuss the CULTURE of the GRECO-ROMAN world in terms of:

| | |
|---|---|
| A. Religion | E. Literature |
| B. Philosophy | F. Rhetoric |
| C. Science | G. Law |
| D. Art | |

4. Upon completion of your prescribed course of study, you will be able to analyze the DEFECTS, both actual and potential, that were deeply imbedded in the IMPERIAL DOMAIN OF ROME. THINK.

> Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test.

Resources and Readings (X indicates required)

__X__ Man and Civilization Ch. 8 (basic text)

_____ Civilization in the West Ch. 2 (IN ROOM)

_____ The Human Achievement Ch. 3. (in room)

_____ World Civilizations, Vol. 1, Ch. 11 (in library)

Audio-Visual

_____ "The Grandeur that Was Rome" Eyegate Series 37-# cassette and filmstrip.

_____ "World History- The Roman Republic" SVE filmstrip A381-7C

_____ "Roman Architecture and Art" SVE filmstrip and record A383-4

Self Evaluation Section III

I. Define or identify:

A. Pliny

B. Seneca

C. Pax Romana

D. Ovid

II. True-False

____ Galen was a Greek physician.

_____ Astrology is the false study of the stars and planets to predict human events.

_____ Another name for Octavian is "Augustus."

Advanced Study

1. For class display: prepare a model of a Roman aqueduct.

2. Prepare a freehand drawing of Seneca for class display.

3. On a map outline ROME'S EXPANSION: 290 to 133 B. C.
   (See page 78 of The Human Achievement for a model.)

4. Using copies of Shakespeare's Julius Caesar, join in a group of students and reenact the murder of Caesar, described in Act III, scene 1.

Section IV The End of the Classical Age

Behavioral Objectives:

1. After completion of your prescribed course of study, you will be able to define or identify each of the following:

   A. Nero
   B. Vandals
   C. Goths
   D. Franks
   E. Attila
   F. Dacia
   G. Constantine
   H. coloni

2. Upon completion of your prescribed course of study, you will be able to discuss the RISE OF CHRISTIANITY in terms of:

   A. Setting
   B. Written evidence
   C. Life of Jesus
   D. Life of Saint Paul

3. After completing your prescribed course of study, you will be able to list reasons for the APPEAL OF CHRISTIANITY.

4. After completing your prescribed course of study, you will be able to discuss the ROMAN POLICY in regard to the CHRISTIANS.

5. Upon completion of your prescribed course of study, you will be able to write a 3-5 page essay on THE ENDING OF THE CLASSICAL AGE. This paper is to be handed into the teacher and graded.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test.

Resources and Readings (X indicates required)

__X__ Man and Civilization Ch.9 (basic text)

_____ Civilization in the West Ch. 2, 3 (in room)

_____ The Human Achievement Ch. 3 (in room)

_____ World Civilizations Vol. I. Ch. 11 (in library)

Audio-Visual

_____ "Roman Communities and Homes" SVE filmstrip and record A383-3

_____ "The Religions of Rome" SVE filmstrip and record A383-2

Self Evaluation Section IV

I. Define or Identify:

A. Nero

B. Attila

C. Vandals

D. Franks

II. True-False:

_____ Christianity arose in the Hellenistic World.

_____ Emperor Constantine became a Christian.

_____ Theodoric was a great Gothic leader.

_____ Chalone was the famous Hun leader that conquered Gaul.

Advanced Studies

1. Write an essay on one of the two conflicting themes:

   A. "The Appeal of Christianity is the Same Today as It Was For Early Christians."

   B. "The Appeal of Christianity is Different Today Than It Was for Early Christians."

2. Write an essay on "The Origins of Christianity."

3. Prepare a freehand drawing of Saint Paul for classroom display.

4. Prepare a book review for class presentation on Mythology by Edith Hamilton. (This book is a clear and literary account of the classical gods and heroes.)

S T O P !

SEE YOUR TEACHER FOR THE LAP TEST.

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# LAP

LEARNING ACTIVITY PACKAGE

## MIDDLE PERIOD OF WESTERN CIVILIZATION

SD 007566

Ninety Six High School - Ninety Six, S.C.

Social Studies 12

REVIEWED BY _____

LAP NUMBER 30

WRITTEN BY Miss Franklin

## RATIONALE

The middle ages of Western Civilization was not the stagnant, decadent period some historians would lead us to believe. This long period of history, some 800 years, established new social and political institutions and produced a creative culture of its own. The organization of a landed economy and a system of local military defense combined with the rise of the Roman Catholic Church, thought and art flavored the years from 500 A. C. to 1300 A. C.

This LAP is divided into 3 distinct sections to cover the Middle Ages:

A) Manorialism and Feudalism

B) Church and State

C) Thought and Art

SECTION I: [illegible]ism and feudal[illegible]

Behavioral Objectives:

1. Upon completion of your prescribed course of study you will be able to define or identify the following:

   a. comitatus
   b. Dark Ages
   c. feudalism
   d. manorialism
   e. fallow
   f. mainmorte
   g. tallage
   h. serfs
   i. fealty
   j. vassals
   k. homage
   l. fief
   m. subinfeudation
   n. mace
   o. relief
   p. prevots
   q. lord's domain

2. After completing your prescribed course of study you will be able to explain the government of the west by Germanic barbarians from 500-1000 A. D. and life during these times.

3. Upon completion of your prescribed course of study, you will be able to discuss the creation of and importance to the Dark Ages of the Frankish Empire. [See Holy Roman Empire - page 170-173 in text.]

4. After completing your prescribed course of study you will be able to explain and contrast feudalism and manorialism.

5. When you have completed your prescribed course of study you will be able to compare and contrast the three feudal states of France, England, and Germany.

RESOURCES AND READINGS:

(X indicates required)

X Basic text, ch. 10.

X Civilization in the West, Ch. 3, Sections II & III.

___ Human Achievements, Ch. 4 & 5.

___ World Civilizations, Ch. 13, 15.

SELF-EVALUATION I

I. Discuss manorialism.

II. Discuss the creation of the Frankish Empire.

III. Explain Feudalism.

## ADVANCED STUDY I

1. Construct a scale model of a medieval manor.

2. In an original theme, discuss pro's and con's of the "Dark Ages."

3. Make a freehand drawing of a lord and his vassel.

Behavioral Objectives:

1. After completing your prescribed course of study you will be able to define or identify the following:

   a. sacraments
   b. indulgences
   c. monasticism
   d. monk
   e. abbots
   f. simony
   g. excommunication
   h. temporal (power)
   i. interdict
   j. heresy
   k. canonization
   l. scutage

2. Upon completion of your prescribed course of study you will be able to list and explain the 7 sacraments of the Roman Catholic Church.

3. Upon completion of your prescribed course of study you will be able to

   a. explain the hierarchy of the Catholic Church.

   b. diagram the organization of the Catholic Church.

4. After completing your prescribed course of study, you will be able to discuss the Church at its Zenith in terms of:

   a. The Investiture Struggle

   b. The Crusades

   c. Pope Innocent III

   d. The Friars

5. Upon completion of your prescribed course of study you will be able to discuss the rise of the feudal monarchies of England, France, and Germany.

RESOURCES AND READINGS: (X indicates required)

__X__ Basic text, Ch. 11

____ Civilization in the West, Ch. 3, 4

____ Human Achievements, Ch. 5

____ World Civilizations, Ch. 15, 16

SELF-EVALUATION II

I. Diagram the organization of the Catholic Church.

II. List the 7 sacraments of the Roman Catholic Church.

III. Explain the Investiture Struggle.

## ADVANCED STUDY II

1. On poster board diagram the hierarchy of the Catholic Church.

2. Make a freehand drawing of Pope Innocent III. for classroom display.

3. In an original essay discuss the organization and administration of the Roman Catholic Church today.

STOP! SEE TEACHER FOR PROGRESS TEST.

SECTION III: Thought and Art

Behavioral Objectives:

1. After completing your prescribed course of study you will be able to define or identify the following:

| | |
|---|---|
| a. St. Ambrose | i. Roger Bacon |
| b. St. Jerome | j. glossators |
| c. St. Augustine | k. chansons des gestes |
| d. trivium | l. jongleurs |
| e. gradrivium | m. Beowulf |
| f. realism | n. troubadours |
| g. nominalism | o. fabliaux |
| h. St. Thomas Aquinas | p. guild |

2. After completing your prescribed course of study, you will be able (in an essay 2-4 pages) to discuss the Decline of Learning 500-1000 A. D. and the Intellectual Revival (starting in the 11th century). This essay will be handed into the teacher for grading.

3. Upon completion of your prescribed course of study you will be able to discuss the first European Universities in terms of:

   a. organization
   b. curriculum
   c. student life

4. After completing your prescribed course of study, you will be able to discuss Medieval Literature (1100-1300) in terms of:

   a. specific authors and works
   b. types of literature
   c. growth of literature

5. Upon completion of your prescribed course of study, you will be able to describe and give examples of Medieval Architecture (1000-1300).

6. After completing your prescribed course of study, you will be able to discuss the growth and contributions of craftsmen and craft guilds.

RESOURCES AND READINGS: (for Section III)

(x indicates required)

X Basic text, Ch. 12

___ Civilization in the West, Ch. 4

___ Human Achievement, Ch. 5

___ World Civilizations, Ch. 16

SELF-EVALUATION III

I. Give some examples of famous medieval architecture.

II. Describe student life in the European Universities.

III. Discuss the different types of Medieval literature.

## ADVANCED STUDY III

1. On poster board, diagram several examples of medieval architecture.

2. In in original theme compare the early European Universities with a modern American University.

3. Prepare a freehand drawing or clay model of St. Augustine for classroom display.

STOP! SEE TEACHER FOR LAP TEST!!!!

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# LAP

LEARNING
ACTIVITY
PACKAGE

# ISLAM and the SARACENIC CIVILIZATION

SB 00 7566

Ninety Six High School - Ninety Six, S.C.

SOCIAL STUDIES 124

REVIEWED BY

LAP NUMBER 31

WRITTEN BY Miss Franklin

# RATIONALE

Islam is not only a religion, it is a way of life -- a civilization. This LAP is divided into 3 sections in which you will study the origins of Islam, the Empire of Islam and the Contributions of the Islamic Civilization.

Islam formed a bridge between the Middle Ages and Western Civilizations. Scientists and scholars of the Islamic empire preserved a body of knowledge from earlier times that is of inestimable worth; but, aside from this preservation of knowledge, they added their own important achievements. Without Islam, Western Civilization as we know it today would very probably not exist. For this and other reasons, the study of Islam is important to the Western world.

Section I Islamic Origins

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   (a) Bedovins
   (b) jinn
   (c) Allah
   (d) Mohammed
   (e) Koreish
   (f) al Amin
   (g) hegira
   (h) aslama
   (i) Koran
   (j) Berbers
   (k) Abu Bakr

2. Upon completion of your prescribed course of study, you will be able to DESCRIBE the environment, character, culture and law which first fostered the GROWTH OF ISLAM.

3. After completing your prescribed course of study, you will be able to TRACE the Life and TEACHINGS OF MOHAMMED, THE PROPHET (570 A. C. - 632 A. D.)

4. After you have completed your prescribed course of study, you will be able to discuss Islam in terms of:

   (a) The Faith

   (b) The Koran

   (c) The Five Pillars of Islam

5. Upon completion of your prescribed course of study, you will be able to discuss THE EXPANSION OF ISLAM.

6. After completing your prescribed course of study, you will be able to describe the organization of the Islamic Empire in terms of the military and citizenry.

RESOURCES AND READINGS: (X indicates required)

__X__ Basic Text, ch. 14

__X__ Civilization in the West, Ch. 5

_____ Human Achievements, Ch. 4

_____ World Civilizations, Ch. 14

Self Evaluation Section I

I. Describe the Life and Teachings of Mohammed, the Prophet.

II. Discuss the "Five Pillars of Islam."

III. Describe the Military Organization of the Islamic Empire.

## ADVANCED STUDY

1. Prepare a free-hand drawing of Mohammed, The Prophet, for classroom display.

2. In an original essay, describe the organization of Islam in the Arabian Peninsula Today.

3. Construct a scale model of the Kaaba, the most sacred building in Islam. (See page 249 of your textbook for a reference.)

4. In an original essay compare and contrast The Koran with the Bible.

S T O P !! SEE YOUR TEACHER FOR THE PROGRESS TEST!!

Section II The Islamic Empire

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   (a) Muawiya
   (b) dar al-sinaah
   (c) "Greek fire"
   (d) al-Hajjaj
   (e) "Hill of Tarik"
   (f) Charles the Hammer
   (g) Harun-al-Rashid
   (h) Omar Khayyam
   (i) Nizamiyah
   (j) Abu-Hamid al Ghazali
   (k) Saladin
   (l) Assassins
   (m) sultan

2. After completing your prescribed course of study, you will be able to trace the EXPANSION of ISLAM (611 A. D. - 785 A. D.)

3. After you have completed your prescribed course of study, you will be able to DESCRIBE the disjunction of the Islamic Empire.

4. Upon completion of your prescribed course of study, you will be able to describe the reconstruction of the Islamic Empire under the Turks.

RESOURCES AND READINGS: (X indicates required)

X Basic text, Ch. 15

____ Civilization in the West, Ch. 5

____ Human Achievements, Ch. 4

____ World Civilizations, Ch. 14

Self Evaluation Section II

I. Reconstruct the Islamic Impire under the Turks.

II. Explain the importance of religion in the EXPANSION OF ISLAM.

Section III Islamic Cultural Contributions

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   (a) dhimmis
   (b) musjid
   (c) Caliph-al-Mamun
   (d) Hunayn-ibn-Ishag
   (e) Omar Khayyam
   (f) Rhazes
   (g) Geber
   (h) suffah
   (i) damask
   (j) taftah
   (k) Averrves
   (l) Maimonides
   (m) picaro

2. Upon completion of your prescribed course of study, you will be able to list and describe the SOCIAL CLASSES of the Moslem Empire.

3. After completing your prescribed course of study, you will be able to describe and cite examples of ISLAMIC ARCHITECTURE.

4. Upon completion of your prescribed course of study, you will be able to discuss the influence of other civilizations on Islamic Thought in terms of:

   (a) philosophy
   (b) geography
   (c) history and literature
   (d) medicine
   (e) chemistry
   (f) astronomy
   (g) administration and law
   (h) arts and crafts
   (i) agriculture

5. After completion of your prescribed course of study, you will be able to discuss in an essay (of 3-5 pages) the impact of Islam and Spanish life.

RESOURCES AND READINGS: (X indicates required)

__X__ Basic text, ch. 16

_____ Civilization in the West, Ch. 5

_____ Human Achievements, Ch. 4

_____ World Civilizations, Ch. 14

Self Evaluation Section III

I. List the social classes of the Moslem Empire starting with the highest order.

II. Cite some examples of Islamic Architecture.

III. Discuss the influence of other civilizations on Islamic thought in terms of Philosophy.

## ADVANCED STUDY

1. For class display prepare a chart of the social classes of the Moslem Empire.

2. Prepare an oral report to the class on the history of the city of Baghdad.

3. Make a freehand drawing of a mosque for classroom display.

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# LAP

LEARNING ACTIVITY PACKAGE

# THE RENAISSANCE AND REFORMATION OF WESTERN CIVILIZATION

SB0075566

Ninety Six High School - Ninety Six, S.C.

SOCIAL STUDIES 124

REVIEWED BY

LAP NUMBER 32

WRITTEN BY Miss Franklin

# R A T I O N A L E

This LAP will include:

I. The Age of the Renaissance

II. The Reformation

III. Political Upheaval

IV. The Overseas Expansion of Europe

Important changes swept over Europe between 1300 and 1750 - these changes occurred in the realms of culture, religion, politics, and the overseas expansion of Europe.

The Renaissance itself was both an end and a beginning - the end of the Middle Ages and the beginning of modern times. The Renaissance prepared the way for the Reformation; the Renaissance and Reformation led to political changes; the political upheaval opened the door to the overseas expansion of Europe.

Section I: The Age of the Renaissance

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a. Renaissance
   b. Botticelli
   c. Machiavelli
   d. The Prince
   e. rialto
   f. The Courtier
   g. Castiglione
   h. Leonardo da Vinci
   i. humanists
   j. Pomponazzi
   k. Erasmus
   l. Copernicus
   m. Descartes
   n. Cartesians

2. Upon completing your prescribed course of study, you will be able to explain what the Renaissance was.

3. Upon completing your prescribed course of study, you will be able to discuss the following:

   (a) Italy was considered the Center of the Renaissance - why?

   (b) The Italian Renaissance produced men like Nicole Machiavelli and Lorenzo di Medici - what contributions did these men make to the "rebirth"?

4. Upon completing your prescribed course of study, you will be able to DESCRIBE the "UNIVERSAL MAN" of the Renaissance.

5. After completing your prescribed course of study, you will be able to discuss HUMANISM in terms of:

   (a) What the humanists believed
   (b) What the humanists accomplished
   (c) Name some specific humanists

6. Upon completion of your prescribed course of study, you will be able to discuss how MODERN SCIENCE emerged from Renaissance thought.

Unless otherwise indicated, fullfillment of these Behavioral Objectives will be on the Progress Test and/or LAP Test.

Readings and Resources:

(x indicates required)

__X__ Basic text, ch. 18

_____ Civilization in the West, Unit 6 (in room)

_____ The Human Achievement, Ch. 6 (in room)

_____ Modern History, Part one (in room)

_____ Great Ages of Man: Renaissance (Time-Life Books 940.2H)

Audio-Visual:

_____ The Rebirth of Learning - The Renaissance Eye-Gate 940.21
(Old World Backgrounds of American History 37)

_____ Our Heritage from the Renaissance
(Our Heritage from the Old World Series)

_____ Renaissance Venice
(Life Tape)

_____ Art Filmstrips:

(a) Art of the High Renaissance

(b) Art of the Northern Renaissance

(c) Art in Early Renaissance Italy

(d) Art of the Northern Italian Renaissance

_____ Michelangelo: The Sistine Chapel Life - 709

Self Evaluation Section I

(a) Describe the "Universal Man" of the Renaissance.

(b) Who was Nicolo Machiavelli and what was his contribution to the Renaissance?

(c) Name some "Humanists."

## Advanced Study

1. In an original essay discuss the following:

   "Do you consider the Renaissance revolutionary or evolutionary? Why?"

2. For classroom display, prepare a freehand drawing of one of these men:

   (a) Lorenzo di Medici

   (b) Copernicus

   (c) Leonardo da Vinci

3. Prepare a classroom lecture entitled:

   Renaissance Art

Section II The Reformation

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a. indulgences
   b. Martin Luther
   c. Protestants
   d. John Calvin
   e. "Doctrine of Predestination"
   f. Henry VIII
   g. "Act of Supremacy" - (1534)
   h. Ignatus Loyola
   i. the Index

2. Upon completion of your prescribed course of study, you will be able to trace the growth of the Reformation through:

   (a) biblical studies of the northern humanists
   (b) church abuses
   (c) and the rising ambitions of national monarchs

3. After completing your prescribed course of study, you will be able to DESCRIBE Martin Luther in terms of:

   (a) his life
   (b) his teachings
   (c) his influence

4. Upon completion of your prescribed course of study, you will be able to discuss the CALVINIST REVOLT and its influence.

5. After completing your prescribed course of sutdy, you will be able to discuss the REFORMATION IN ENGLAND under:

   (a) Henry VIII
   (b) Mary Tudor
   (c) Elizabeth I

6. Upon completion of your prescribed course of study, you will be able to DESCRIBE the CATHOLIC COUNTER REFORMATION.

| Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test. |
|---|

Readings and Resources: (X indicates required)

__X__ Basic Text, ch. 19

_____ Civilization in the West, Unit 7, (in room)

_____ The Human Achievement, ch. 6, (in room)

_____ Modern History, part one (in room)

Audio-Visual: _____ Protestant Reformation, Life 940.2

Self Evaluation Section II

(a) Discuss Martin Luther's life and teachings.

(b) Tell how the Reformation in England came about under Henry VIII.

(c) What was the Catholic Counter Reformation?

## ADVANCED STUDY

1. In an original essay compare the doctrines of Luther and Calvin.

2, Prepare a bust of Shakespeare for classroom display.

3. Prepare a classroom lecture on one of the following men:
   Erasmus or Ignatius Loyola.

STOP !! SEE YOUR TEACHER FOR THE PROGRESS TEST!

Section III Political Upheaval

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a. Louis XIV
   b. Colbert
   c. Louvois
   d. Lionne
   e. Estates - General
   f. intendant
   g. lettres de cachet
   h. Rule of Law
   i. Frederick - William
   j. Frederick William I
   k. Frederick II

2. Upon completion of your prescribed course of study, you will be able to trace the GROWTH OF MONARCHICAL ABSOLUTISM.

3. After completing your prescribed course of study, you will be able to COMPARE the absolute monarchy of FRANCE with the limited monarchy of ENGLAND.

4. Upon completion of your prescribed course of study, you will be able to discuss the aristocratic monarchies in central and eastern Europe.

5. After completing your prescribed course of study, you will be able to describe the DYNASTIC WARS which weakened European power.

| Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP Test. |
|---|

Resources and Readings:

(x indicates required)

__X__ Basic Test, ch. 20

_____ Civilization in the West, Unit 8, (in room)

_____ The Human Achievement, ch. 7 (in room)

_____ Modern History, Part 2 (in room)

Self Evaluation Section III

(a) Describe the "workings" of the absolute monarchy of France.

(b) England has been called a "limited" monarchy? (why?)

(c) How did Brandenburg - Prussia achieve greatness under Frederick William?

ADVANCED STUDY

1. In an original essay describe the "Age of Louis XIV."

2. In a small group discuss the reasons behind:
   the breakup of Western Christendom.

3. For class display prepare a freehand drawing of IVAN THE TERRIBLE.

Section IV The Overseas Expansion of Europe

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a. Vinland
   b. Leif Ericson
   c. astrolabe
   d. Ceuta
   e. Prince Henry
   f. Prester John
   g. Bartholomeu Diaz
   h. Line of Demarcation
   i. Pedro Cabral
   j. Ferdinand Magellan
   k. Victoria
   l. Hernando Cortez
   m. Tenochtitlan
   n. Montezuma
   o. William Paterson
   p. Sir Walter Raleigh

2. Upon completion of your prescribed course of study, you will be able to discuss early Spanish and Porteguese explorations in terms of:

   a. Explorers and their accomplishments
   b. The founding of colonies in the New World

      (1) name of conquerer
      (2) how founded
      (3) results and profits

3. After completing your prescribed course of study, you will be able to discuss other European colonizers (in general)

4. Upon completion of your prescribed course of study, you will be able to discuss the New World in terms of:

   (a) Profits
   (b) Colonial administration of the Spanish and English
   (c) Development of Anglo - French rivalry

5. Upon completion of your prescribed course of study, you will be able to compare and contrast the colonies of Spain, Portugal, France and England in any essay of 3-5 pages. (This essay will be handed into the teacher for grading.)

| Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress Test and/or LAP Test. |
|---|

Resources and Readings: (x indicates required)

X Basic Text, ch. 21
____ Civilization in the West, units 7 & 10 (in room)
____ The Human Achievement, ch. 7 (in room)

Self Evaluation Section IV

(a) Make a list of the New World explorers, country they explored for, and area explored.

(b) Trace the development of the Anglo-French rivalry.

## ADVANCED STUDY

1. Read The Prince by Niccolo Machiavelli and make an oral report to the class.

2. In an original essay discuss the navigational instruments and accomplishments which allowed exploration of the New World.

3. Prepare a freehand drawing of Christopher Columbus for classroom display.

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STOP!! SEE TEACHER FOR LAP TEST !!

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# LAP

LEARNING
ACTIVITY
PACKAGE

## "MODERN WESTERN CIVILIZATION"

SB0075766

Ninety Six High School
Ninety Six, S.C.

Social Studies 124

REVIEWED BY

LAP NUMBER 33

WRITTEN BY Mary Ann Franklin

## RATIONALE

There are four major areas of change in the formation of Modern Western Civilization. The provinces of change are: (1) alterations of the social order (2) new ideas and values stemming from science and romanticism (3) changes in political institutions and a shift in those who wielded political authority and (4) the impetus of industrialism.

Further, there was a "geographic" change in western civilization. Western civilization in the modern era may be thought of as a civilization of the Atlantic Basin rather than of the Mediterranean or Europe.

Now, let us see how modern western civilization was formed.

## SECTION I - The Old Regime

Behavioral Objectives:

1. Upon completing your prescribed course of study, you will be able to: define or identify each of the following:

   a. 1st estate
   b. 2nd estate
   c. 3rd estate
   d. bourgeoisie
   e. Enclosure Movement
   f. parlements
   g. Estates-General
   h. taille
   i. José de San Martin

2. Upon completing your prescribed course of study, you will be able to: list medieval privileges and inequalities that existed in or between the NOBILITY, the CHURCH, and the BOURGEOISIE in Western Europe.

3. Upon completing your prescribed course of study, you will be able to: discuss the results of the survival of Manorialism in Eastern Europe in the 18th century.

4. Upon completing your prescribed course of study, you will be able to: explain the unres with the old order felt by the peasants.

5. Upon completing your prescribed course of study, you will be able to: describe the MIDDLE CLASS and EXPLAIN:

   a. the friction between the Middle Class and Nobility in France
   b. the common interests of the Middle Class and Nobility in England
   c. the Middle Class in Colonial America
   d. the British North American Middle Class Society
   e. the Latin American Middle Class

RESOURCES AND READINGS:

(X indicates required)

X Basic text, Ch. 22.

___ Civilization in the West.

___ The Human Achievement.

___ Modern History.

## SECTION I - SELF-EVALUATION

(a) Who was José de San Martin and what part did he play in the formation of Modern Western Civilization?

(b) Why were the PEASANTS dissatisfied with the "Old Order"?

(c) Discuss the friction between the middle class and nobility in France.

## SECTION II - The Intellectual Revolution

Behavioral Objectives:

1. Upon the completion of your prescribed course of study, you will be able to: define or identify each of the following:

   a. Georges Buffon
   b. John Locke
   c. deism
   d. atheism
   e. Thomas Paine
   f. philosophes
   g. Francois Arouet
   h. Diderot
   i. garret
   j. Montesquieu
   k. Rousseau
   l. mercantilism
   m. physiocrats
   n. laissez-faire
   o. Adam Smith
   p. Frederick the Great
   q. Joseph II
   r. Charles III
   s. Marquis of Pombal
   t. Gustavus III
   u. Catherine II

2. Upon the completion of your prescribed course of study, you will be able to: discuss the IMPACT OF SCIENCE on the INTELLECTUAL REVOLUTION.

3. Upon the completion of your prescribed course of study, you will be able to: explain what the Enlightenment was.

4. Upon the completion of your prescribed course of study, you will be able to: explain the relationship between the ENLIGHTENMENT and RELIGION in regards to:

   a. deism
   b. atheism
   c. religious toleration
   d. superstition

5. Upon the completion of your prescribed course of study, you will be able to: describe the role of the PHILOSOPHES in the ENLIGHTENMENT.

6. Upon the completion of your prescribed course of study, you will be able to: discuss the Enlgihtenment and POLITICAL THOUGHT.

7. Upon the completion of your prescribed course of study, you will be able to: discuss the Enlightenment and ECONOMIC THOUGHT.

8. Upon the completion of your prescribed course of study, you will be able to: compare and contrast the ENLIGHTENED DESPOTS of the 18th century.

RESOURCES AND READINGS: (X indicates required)

X Basic text, CH. 23.

___ Civilization in the West.

___ The Human Achievement.

___ Modern History.

## SECTION II - SELF-EVALUATION

(a) Discuss the Enlightenment and Economic Thought.

(b) Discuss the Impact of Science on the 18th century.



(c) Compare the philosophies of Montesquieu and Locke.

STOP! SEE TEACHER FOR PROGRESS TEST I.

## SECTION III - Era of Political Revolutions

Behavioral Objectives:

1. Upon completing your prescribed course of study, you will be able to: define or identify each of the following:

   a. stadholder
   b. Oliver Cromwell
   c. Glorious Revolution
   d. English "Bill of Rights"
   e. "pocket boro"
   f. Robert Walpole
   g. cahiers
   h. "Oath of the Tennis Court"
   i. émigrés
   j. Marseillaise
   k. Danton
   l. Girondists
   m. Jacobius
   n. Charlotte Corday
   o. assignats

2. Upon completing your prescribed course of study, you will be able to: discuss the ENGLISH REVOLUTIONS and AFTER-EFFECTS in terms of:

   a. the Puritan Revolution
   b. the Glorious Revolution
   c. the British Oligarchy
   d. the Growth of British Political Parties and the Cabinet

3. Upon completing your prescribed course of study, you will be able to: discuss the AMERICAN REVOLUTION in terms of:

   a. cause
   b. effect

4. Upon completing your prescribed course of study, you will be able to: discuss the FRENCH REVOLUTION in terms of:

   a. causes of unrest
   b. inevitability of the revolution
   c. end of the Absolute Monarchy
   d. fall of the Constitutional Monarchy

5. Upon completing your prescribed course of study, you will be able to: discuss the JACOBINS IN POWER in terms of:

   a. the nation in arms
   b. the reign of Terror
   c. reforms of the National Convention
   d. collapse of the Directory

READING AND RESOURCES: (X indicates required)

X Basic text, Ch. 24.

___ Civilization in the West.

___ The Human Achievement.

___ Modern History.

## SECTION III - SELF-EVALUATION

(a) Discuss the cause and effect of the American Revolution.

(b) Describe the "Glorious Revolution."

(c) Discuss the Jacobin rule in France.

## SECTION IV - Middle-Class Liberalism Triumphs

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to: define or identify each of the following:

   a. lycées
   b. Code Napoleon
   c. Waterloo
   d. conservatism
   e. Edmund Burke
   f. Metternich
   g. Quadruple Alliance
   h. John Stuart Mill
   i. David Ricardo
   j. Carbonari
   k. Reform Bill of 1832
   l. Louis Kossuth
   m. Reichstag

2. Upon completion of your prescribed course of study, you will be able to: describe the NAPOLEONIC ERA.

3. Upon completion of your prescribed course of study, you will be able to: briefly discuss attempts to restore the old Europe.

4. Upon completion of your prescribed course of study, you will be able to: discuss LIBERALISM VS. CONSERVATISM.

5. Upon completion of your prescribed course of study, you will be able to: discuss the LIBERAL GAINS of the Middle Class to 1875 in terms of:

   a. parliamentary government
   b. democratic government
   c. separation of Church and State
   d. free public education

RESOURCES AND READINGS:

(X indicates required)

X Basic text, Ch. 25.

___ Civilization in the West.

___ The Human Achievement.

___ Modern History.

## SECTION IV - SELF-EVALUATION

(a) Discuss the "Code Napoleon."

(b) Describe the NAPOLEONIC ERA.

(c) Who was Louis Kossuth and what did he do?

STOP! SEE THE TEACHER FOR PROGRESS TEST II.

## SECTION V - The Industrial Revolution

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to: define or identify each of the following:

   a. John Kay
   b. James Hargreaves
   c. Richard Awkwright
   d. Samuel Crompton
   e. Eli Whitney
   f. Thomas Newcomer
   g. James Watt
   h. Robert Fulton
   i. Sir Henry Bessemer
   j. "putting-out" system

2. Upon completion of your prescribed course of study, you will be able to: describe the organization of production under the various systems, contracts, and specializations.

3. Upon completion of your prescribed course of study, you will be able to: discuss the social changes from industrialization:

   a. urbanization
   b. population growth
   c. new social classes
   d. the rising status of women

RESOURCES AND READINGS:

(X indicates required)

_X_ Basic text, Ch. 26.

___ Civilization in the West.

___ The Human Achievement.

___ Modern History.

## SECTION V - Self-Evaluation

(a) Describe the "putting-out" system.

(b) Discuss the social changes from industrialization.

(c) Discuss the rising status of women due to industrialization.

## SECTION VI - Thought and Feeling of 19th Century

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to: define or identify <u>each</u> of the following:

   a. Pierre Proudhon
   b. Michael Bakunin
   c. Peter Kropotkin
   d. Charles Darwin
   e. Herbert Spencer
   f. Sir Thomas More
   g. Robert Owen
   h. Karl Mark
   i. Friedrich Engels
   j. Lenin
   k. Trotsky
   l. Rerum Novarum
   m. Syndicalism
   n. materialism

2. Upon completion of your prescribed course of study, you will be able to: describe the following <u>in detail</u>:

   a. Anarchism
   b. Social Darwinism
   c. Utopian Socialism
   d. Marxian Socialism
   e. Christian Socialism
   f. Syndicalism
   g. Labor Unionism
   h. Materialism
   i. Romanticism
   j. Naturalism

3. Upon completion of your prescribed course of study, you will be able to: to write an essay on "What the Real Mind and Heart of the 19th century Was" to you. (3-4 pages of original work to be handed in to the teacher and graded.)

<u>RESOURCES AND READINGS</u>:

(X indicates required)

<u>X</u> Basic text, CH. 27.

___ <u>Civilization in the West</u>.

___ <u>The Human Achievement</u>.

___ <u>Modern History</u>.

## SECTION VI - SELF-EVALUATION

(a) Compare and contrast Utopian Socialism, Marxian Socialism, and Christian Socialism.

(b) Discuss Anarchism.

STOP! SEE TEACHER FOR THE LAP TEST.

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# LAP

LEARNING

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PACKAGE

## "THE ASCENDENCY OF NATIONALISM IN THE WORLD"

SP 007566

Ninety Six High School

Ninety Six, S.C.

SOCIAL STUDIES 124

REVIEWED BY _____

LAP NUMBER 34

WRITTEN BY Miss Franklin

# RATIONALE

I. Western Nationalism Before World War I

II. Early Nationalism in Asia

III. African Nationalism

IV. Nationalism in World War I

Nationalism is "a feeling of supreme loyalty to the state inhabited by a people with a common culture." This "common culture" people is said to be nationalistic only when it becomes conscious of its distinctiveness and expresses the desire to organize itself into an independent sovereign unit. This LAP will deal with nationalism in 4 parts: (1) Nationalism in the West Before World War I (2) Early Nationalism in Asia (3) Nationalism in Africa and (4) Nationalism in World War I.

Section I Western Nationalism Before W ld War I

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to: define or identify each of the following:

a) Monroe Doctrine
b) Manifest Destiny
c) Liberal Nationalism
d) Johann Gothfried Herder
e) Giuseppe Mazzini
f) Integral nationalism
g) Johann Fichte
h) Friedrich Hegal
i) Slavophiles
j) Pan-Slavic movement
k) Napoleon III
l) Otto von Bismarck
m) Count Camillo di Cavour
n) Giúsepii Garibaldi
o) "protectionism"
p) Social Darwinism
q) Dreyfus Affair

2. After completing your prescribed course of study, you will be able to discuss the various origins of Nationalism in the world.

3. After completing your prescribed course of study, you will be able to compare and contrast the concepts of LIBERAL and INTEGRAL NATIONALISM.

4. After completing your prescribed course of study, you will be able to describe Nationalism and Liberalism in 1848.

5. After completing your prescribed course of study, you will be able to discuss the growth of NATION-STATES in the period from 1850-1914.

6. After completing your prescribed course of study, you will be able to discuss the effects of "integral nationalism" in the West from 1870-1914.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS and/or LAP TEST.

Readings and Resources: (x indicates required)

X Basic text, ch. 28

____ Civilization in the West (in room)

____ The Human Achievement (in room)

____ Modern History (in room)

Self Evaluation

Section I

1. What do the Siegfried and Joan of Arch legends have to do with nationalism?

2. Discuss the Dreyfus Affair in full.

3. What did each of the following have to say about nationalism?

Herder, Fichte and Amdt

Section II Early Nationalism in Asia

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

a) "white man's burden"
b) nabobs
c) Governor-General Lord William Bentinck
d) Governor-General Lord Dalhousie
e) suttee
f) infanticide
g) sepoys
h) Allan Octavian Hume
i) Indian National Congress
j) swaraj
k) Swami Dayanad Saravasti
l) Swami Vivekananda
m) Sir Sayyid Ahmad Khan
n) Co-Hong
o) Caleb Cushing
p) Treaty of Tientsin
q) Frederick Ward
r) Captain Charles George Gordon
s) Boxer Rebellion
t) Dr. Sun Yat-sen
u) Kuomintang
v) daimyo
w) shogun
x) samurai
y) Shinto
z) Emilio Aguinaldo
aa) Jones Act

2. After completing your prescribed course of study, you will be able to discuss Western involvement in Asia in terms of IMPERIALISM and NATIONALISM.

3. After completing your prescribed course of study, you will be able to discuss India in terms of:

(a) Westernization (b) The Sepory Mutiny (1857)
(c) Nationalism (d) Religious friction

4. After completing your prescribed course of study, you will be able to discuss CHINA in terms of:

(a) the fall of the Confucian Dynasty
(b) "opening" by the West
(c) rebellions, partitions and revolutions

5. After completing your prescribed course of study, you will be able to discuss JAPANESE NATIONALISM.

6. After completing your prescribed course of study, you will be able to compare and contrast Nationalism in:

(a) the Philippines
(b) Dutch East Indies
(c) French Indochina
(d) Persia
(e) the Ottoman Empire

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS and/or LAP TEST.

Resources and Readings: (x means required)

| | | |
|---|---|---|
| X | Basic Text, ch. 29 | |
| | Civilization in the West | (in room) |
| | The Human Achievement | (in room) |
| | Modern History | (in room) |

Section II SELF EVALUATION

1. Discuss the Sepoy Mutiny of 1857 and its impact on India.

2. Contrast nationalism in the Philippines with nationalism in Persia.

3. Describe the FALL OF THE CONFUCIAN DYNASTY.

STOP !! SEE YOUR TEACHER FOR THE PROGRESS TEST !!!!!!!!

Section III African Nationalism

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a) "The Dark Continent"
   b) "Barbary Coast"
   c) khedive
   d) Ferdinand de Lesseps
   e) Benjamin Disraeli
   f) bey
   g) Jamal ud-Din el-Afghani
   h) Ahmed Arabi
   i) David Livingstone
   j) Richard Burton
   k) Henry Morton Stanley
   l) Karl Peters
   m) Leopold II
   n) Cecil Rhodes
   o) Boers

2. After completing your prescribed course of study, you will be able to outline history of the DARK CONTINENT in terms of:

   (a) ancient times
   (b) the coming of Islam on the Middle Period
   (c) the modern era

3. After completing your prescribed course of study, you will be able to discuss the growth of nationalism in North Africa.

4. After completing your prescribed course of study, you will be able to discuss the opening of CENTRAL AFRICA.

   (a) French and British West Africa
   (b) British, German, and Italian East Africa
   (c) the Belgian Congo
   (d) the British Rhodesias
   (e) Portuguese Africa
   (f) Dutch and British South Africa

5. After completing your prescribed course of study, you will be able to discuss basic changes in Africa:

   (a) economic
   (b) social
   (c) population
   (d) racial status

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the LAP TEST.

Readings and Resources: (x indicates required)

| | | |
|---|---|---|
| X | Basic Text, ch. 30 | |
| ____ | Civilization in the West | (in room) |
| ____ | The Human Achievement | (in room) |
| ____ | Modern History | (in room) |

Section III Self Evaluation

1. Discuss the opening of CENTRAL AFRICA in terms of the Belgian Congo.

2. Discuss the roles of Jamal ud-Din el-Afghani and Ahmed Arabi in the growth of North African Nationalism.

3. Discuss the economic changes of Africa.

Section IV Nationalism in World War I

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or identify each of the following:

   a) "balance of power"
   b) International Law
   c) Pacifism
   d) Dreadnought
   e) Helmuth Von Moltke
   f) "yellow" journalism
   g) entente
   h) Franz Ferdinand
   i) the "Allies"
   j) Central Powers
   k) 1st Battle of the Marne
   l) V-boats
   m) Lusitania
   n) David Lloyd George
   o) Premier Orlando
   p) Clemenceau
   q) National self-determination

2. After completing your prescribed course of study, you will be able to discuss deterents to war that were still possible in 1914.

3. After completing your prescribed course of study, you will be able to describe the various CAUSES OF INTERNATIONAL TENSION (1871-1941)

   (a) nationalism
   (b) imperialism
   (c) militarism
   (d) armaments race
   (e) "yellow" journalism
   (f) alliances

4. After completing your prescribed course of study, you will be able to describe the beginning of WORLD WAR I.

5. After completing your prescribed course of study, you will be able to discuss WORLD WAR I as a "total" war

6. After completing your prescribed course of study, you will be able to describe how WORLD WAR I affected Europe:

   (a) economically
   (b) politically
   (c) socially
   (d) intellectually

7. After completing your prescribed course of study, you will be able to discuss the Peace of 1919* in terms of:

   (a) the Paris Conference
   (b) the "Radical" peace
   (c) obstacles to peace
   (d) the various peace treaties
   (e) evaluation of the peace

*This is to be answered in a 2-3 page essay handed into the teacher for grading.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the LAP Test.

Readings and Resources: (x indicates required)

X Basic Text, Ch. 31
___ Civilization in the West (in room)
___ The Human Achievement (in room)
___ Modern History (in room)

Section IV Self Evaluation

1. Tell how World War I affected Europe economically.

2. Describe the beginning of World War I.